

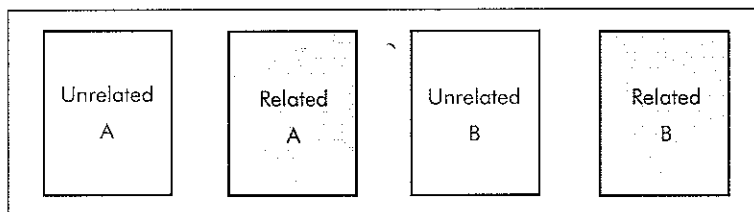
# Appendix D

## **Presentation Methods for English Language Arts Items Using Words Paired With Pictures**

A number of ELA assessment items involve properly selecting 1, 2, or 3 words paired with pictures. There are several different methods that can be used to administer these types of items depending on the number of words the student must identify.

- **Selecting One Word/Picture From a Set of Four:** If the item requires the student to correctly identify 1 word/picture from a set of 4 words/pictures (with 2 related words/pictures and 2 unrelated words/pictures), the PAA must present all 4 words/pictures to the student at the same time. From that set of words/pictures, the student will correctly select 1 related word/picture. (See Figure 9.) This type of item is most common at the elementary level.

Figure 9



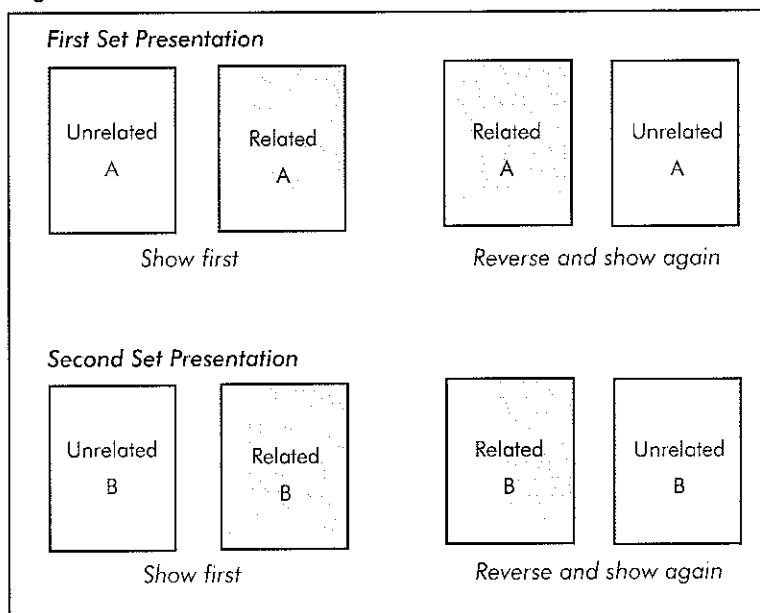
If a student is unable to select a word/picture due to physical limitations, this type of item may be presented to the student for "yes/no" selection. With the 4 items visually accessible to the student and presented as shown in Figure 9, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture and continuing in an alternating pattern). The student must correctly identify (by indicating "yes" or "no") 1 related word/picture. When the student has correctly identified a related word/picture, the assessment portion of the activity is finished. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly.

- **Selecting Two Words/Pictures From a Set of Four:** If the item requires the student to correctly identify 2 words/pictures from a set of 4 words/pictures (with 2 related words/pictures and 2 unrelated words/pictures), the PAA may present all 4 words/pictures at the same time or present 2 sets of 2 words/pictures (with 1 related and 1 unrelated word/picture in each set). The different presentation styles, however, have different requirements. If the student is presented with all 4 words/pictures at the same time, he or she will need to select both of the correct words/pictures consecutively without error. (See Figure 9.)

With this presentation style, if a student is unable to select a word/picture due to physical limitations, the item may be presented to the student for "yes/no" selection. With the 4 (2 related

and 2 unrelated) words/pictures visually accessible to the student and presented as shown in Figure 10, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture.) The student must correctly identify (by indicating "yes" or "no") 2 related words/pictures. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all 4 cards

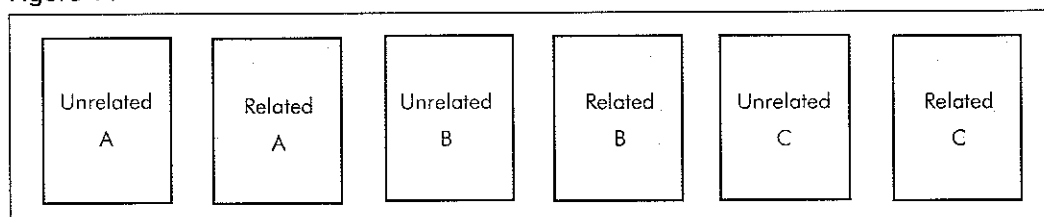
Figure 10



If, however, the student is presented with 2 sets of 2 words/pictures (1 related and 1 unrelated in each set), he or she will need to (1) identify the correct answer from the first set, and (2) identify the correct answer again from the first set but with the position of the words/pictures reversed (See Figure 10.) If the student answers incorrectly after the first set, the assessment portion of the activity is finished (although the instructional lesson can continue if the activity is taking place in the context of a daily routine). If the student answers correctly, the PAA should continue with the second set, asking the student to (1) identify the correct answer from the second set, and (2) identify the correct answer again from the second set but with the position of the words/pictures reversed. The reason for reversing the positions of the words/pictures is to make sure the student is intentionally selecting the correct word/picture and not merely responding to a dominant side or selecting the word/picture by chance.

- **Selecting Three Words/Pictures From a Set of Six:** If the item requires the student to correctly identify 3 words/pictures from a set of 3 related and 3 unrelated words/pictures, the PAA can present all 6 words/pictures at the same time or present them in 3 sets of 2 words/pictures (1 related and 1 unrelated in each set). The different presentation styles, however, have different requirements. If the student is presented with all 6 words/pictures at the same time, he or she will need to select the 3 correct words consecutively without error. (See Figure 11.)

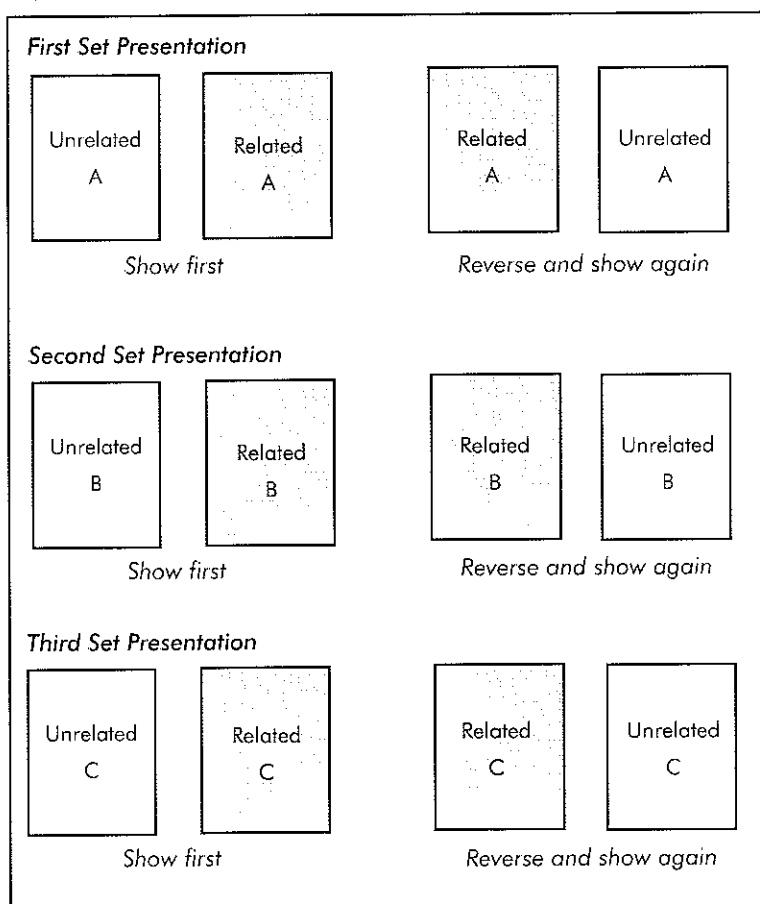
Figure 11



With this presentation style, if a student is unable to select a word/picture due to physical limitations, the item may be presented to the student for "yes/no" selection. With the 6 (3 related and 3 unrelated) items visually accessible to the student and presented as shown in Figure 11, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture). The student must correctly identify (by indicating "yes" or "no") 3 related words/pictures. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all 6 cards.

If, however, the student is presented with 3 sets of 2 words/pictures (1 related and 1 unrelated in each set), he or she will need to (1) identify the correct answer from the first set, and (2) identify the correct answer again from the first set but with the position of the words/pictures reversed. (See Figure 12.) If the student answers incorrectly after the first set, the assessment portion of the activity is finished. If the student answers correctly, the PAA should continue with the second set, asking the student to (1) identify the correct answer from the second set, and (2) identify the correct answer again from the second set but with the position of the words/pictures reversed. If the student answers incor-

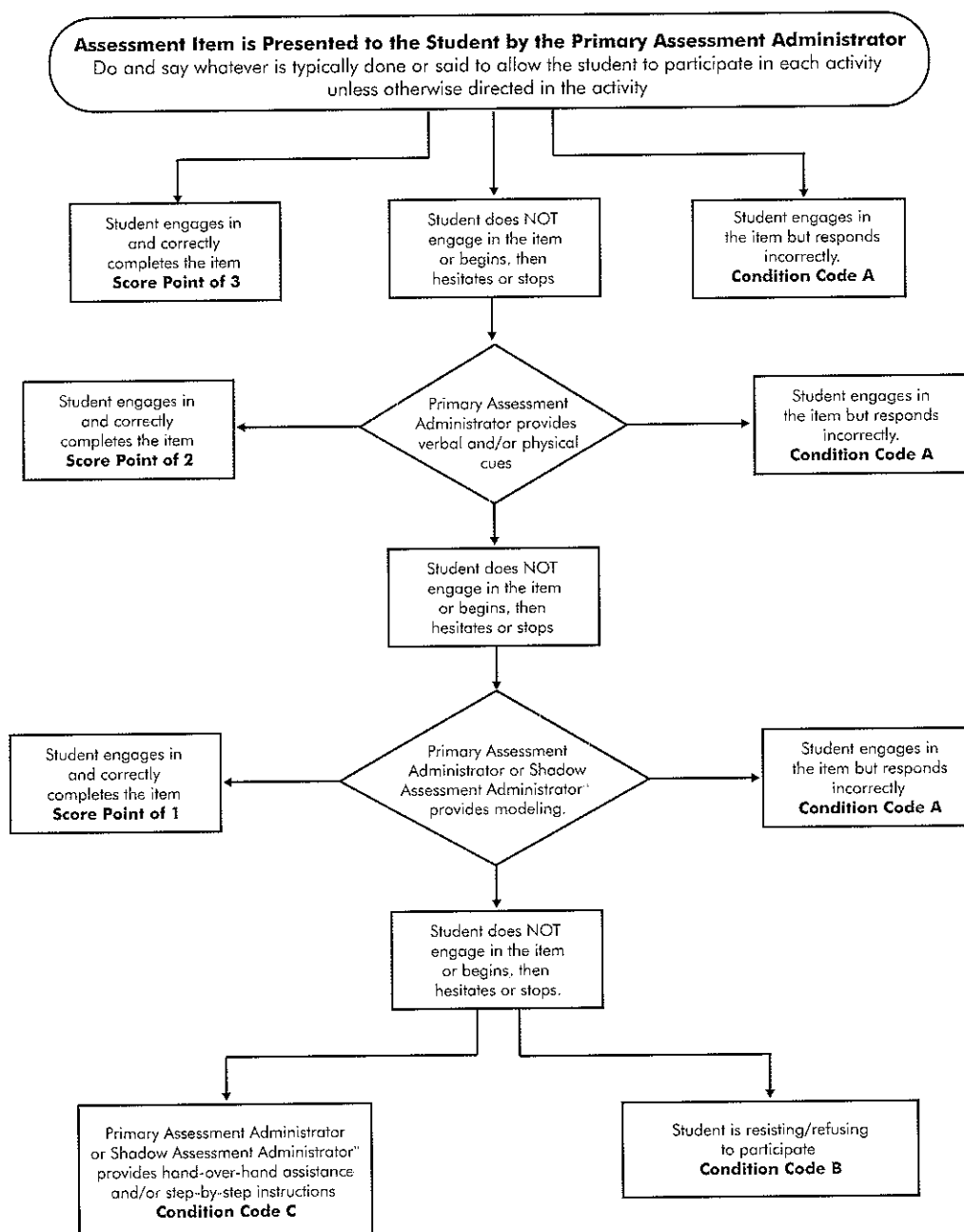
Figure 12



rectly after the second set, the assessment portion of the activity is finished. If the student answers correctly, the PAA should continue with the third set, asking the student to (1) identify the correct answer from the third set, and (2) identify the correct answer again from the third set but with the position of the words/pictures reversed.

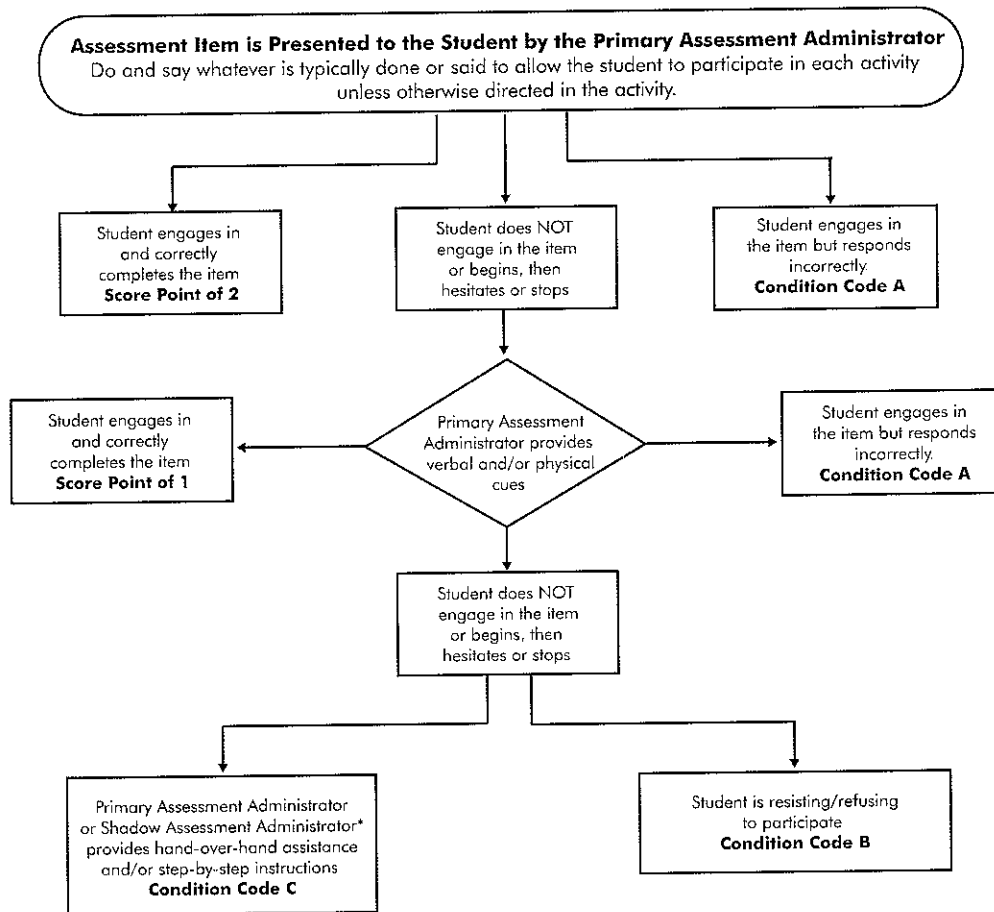
# Appendix E

## Participation Scoring Rubric Flow Chart



# Appendix F

## Supported Independence Scoring Rubric Flow Chart



\* If directed to do so by the Primary Assessment Administrator

# Appendix G

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## **Participation Scoring Rubric Score Point and Condition Code Definitions**

Following are definitions for the terms used in the score points and condition codes that comprise the MI-Access Participation scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

**NOTE:** There may be assessment items in which students with physical limitations and or sensory impairment know how to complete an assessment item correctly, but cannot do so—because of their disability—without physical help from another individual. Providing physical assistance in these cases should NOT adversely affect a student's score if he/she is capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate his or her understanding of maps and directions by navigating through the school building to designated locations but he or she needs help to move the wheelchair or open and close doors, the student should not be penalized (or given a lower score) if he or she can direct another person on where to go and when to open and close the doors.

### **Score Point 3**

**Correct with No Assessment Administrator Assistance:** The student correctly answers/engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else

### **Score Point 2**

**Verbal and/or Physical Cues:** The student does not answer/engage in the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "good," "keep going," "what's next," or "show me your answer;" pointing to the area where picture cards are located or where a task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

### **Score Point 1**

**Modeling:** The student does not answer/engage in the assessment item after being provided verbal and/or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct completion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

## Examples of Modeling

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA complete the communication exchange, thereby showing the correct process. Following modeling, the PAA would once again attempt to complete the item with the student.

- **Mathematics**

The student might be asked to complete a sequence by passing a therapy ball back and forth with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA pass the ball back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again attempt to complete the item with the student.

- **Science**

In a selected-response item, the student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

### Condition Code A

**Incorrect Response:** The student provides a response that is incorrect after he or she has engaged in the assessment item.

### Condition Code B

**Resists/Refuses:** The student resists and/or refuses to answer/engage in the item.

### Condition Code C

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

## Examples of Step-by-Step Directions

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- **Mathematics**

If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- **Science Selected Response**

The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog, so point to the frog."

- **Science Activity-Based Observation**

The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.



## **Examples of Hand-over-Hand Assistance**

- **English Language Arts**

An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

- **Mathematics**

An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- **Science Selected Response**

The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog." He/she would then pick up the student's hand and use it to point to the frog.

- **Science Activity-Based Observation**

The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand, or wave the student's right hand to indicate it is the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

# Appendix H

## ***Supported Independence Scoring Rubric Score Point and Condition Code Definitions***

Following are definitions for the terms used in the score points and condition codes that comprise the MI-Access Supported Independence scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use

### **Score Point 2**

**Correct with No Assessment Administrator Assistance:** The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

### **Score Point 1**

**Verbal and/or Physical Cues:** The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "good," "keep going," "what's next," or "show me your answer;" pointing to the area where the task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item

### **Condition Code A**

**Incorrect Response:** The student provides an incorrect response after he/she has engaged in the assessment item.

### **Condition Code B**

**Resists/Refuses:** The student resists and/or refuses to respond to the item.

### **Condition Code C**

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response

## Examples of Step-by-Step Directions

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- **Mathematics**

If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- **Science**

The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

## Examples of Hand-over-Hand Assistance

- **English Language Arts**

An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

- **Mathematics**

An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- **Science**

The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle." He/she would then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.